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ABSTRACT

Targeted primarily for students in grades 4-8, this document presents a variety of structured overview, mapping, and story frames strategies for integrating writing across the curriculum and to help students gain and retain information from texts. The paper includes a rationale for content area reading lessons, a list of reading lessons to bridge the gap, cloze passages, a description of the ReQuest procedure, vocabulary lists, a description of the Directed Inquiry Activity, numerous picture analysis board activities, a description of the divided page study technique, and numerous sample story frame techniques. (RS)

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ED 384 854

READING AND WRITING IN THE CONTENT AREA

James L. Neeley

Abstract

"Reading and Writing in the Content Areas" is a document targeted primarily for grades 4-8. Students in these grades need assistance in gaining and retaining information from texts and these strategies are very helpful in that process. The structured overview, mapping, and story frames are excellent strategies for integrating writing across the curriculum.

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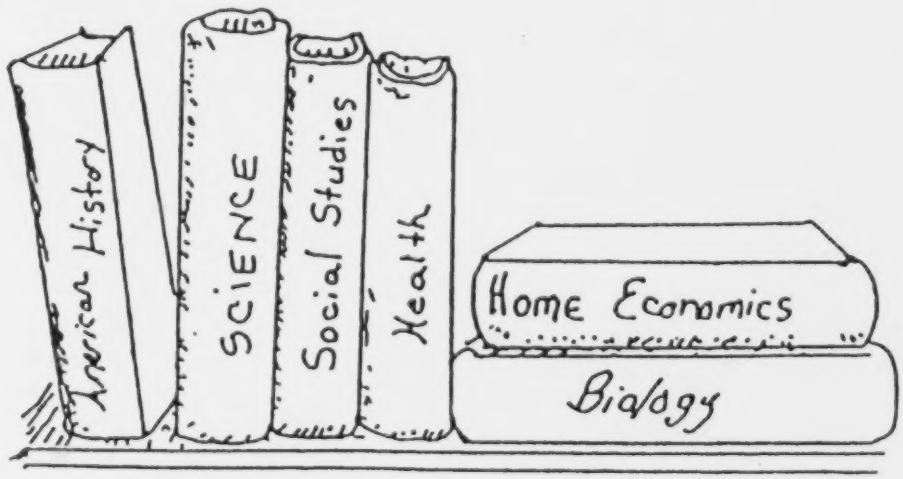
READING AND WRITING

IN THE

CONTENT AREA



JAMES L. NEELEY

RATIONALE FOR CONTENT AREA READING LESSON

PRE-READING

1. ANTICIPATORY SET: Mind seeks in its past for prior knowledge of idea(s) or concepts(s) being presented. Gives FOCUS and allows for POSITIVE TRANSFER (INTEGRATION) of ideas to be learned. Establishes a Mind Set focused on the objective.

2. EXTRINSIC MOTIVATION: Reduce LEVEL OF CONCERN, create INTEREST, create FEELING TONE by providing specific feedback to students to keep them FOCUSED on objective. These impact the learning climate in the classroom.

   * Pre-teach vocabulary necessary for an understanding of the objective(s) concepts to be learned

3. Teacher decides which PRINCIPALS OF LEARNING are to be used. (Anticipatory Set, Active Participation, Motivation, Closure)

4. ACTIVE PARTICIPATION

READING

1. Teacher actions must be congruent with the objectives

   * Provide information, explanations, and directives
   * Ask questions
   * Respond to effort of learner
   * Design variety of instructional strategies or activities to accomplish objective(s) (MOTIVATION)

2. MONITOR the students to ascertain if they have acquired the basic concepts to master the objective(s) and ADJUST the teaching if students have not mastered the basic concepts

3. SUCCESS

   * How will students experience a sense of achievement?

4. ACTIVE PARTICIPATION

POST-READING

1. REFLECT on what was learned

2. ACTIVE PARTICIPATION

   * Covert Behavior which is not observable (Pretend, imagine, think, recall)
   * Overt Behavior which is observable (Write, say, draw, do)
   * Critical attribute is consistent involvement
   * Provide for RATE and DEGREE of learning

3. SHARE (OVERT BEHAVIOR)

4. REACT (COVERT AND OVERT)

5. POOL and INTEGRATE new ideas with what was learned previously (POSITIVE TRANSFER)

6. EVALUATE (Was objective(s) accomplished?)

7. CLOSURE (if necessary) on current objectives

8. ANTICIPATORY SET to build a foundation for the next lesson

SOME READING LESSONS TO BRIDGE THE GAP

PRE-READING ACTIVITIES	READING ACTIVITIES	POST-READING ACTIVITIES
1. ADVANCE ORGANIZERS	1. STUDY GUIDES	1. DISCUSSION
2. REQUEST	* 3 LEVEL GUIDES	2. CONCEPT GUIDE
3. STRUCTURED OVERVIEW	* PATTERN GUIDES	3. STRUCTURED OVERVIEW
4. DIRECTED INQUIRY ACTIVITY	* CONCEPT GUIDES	4. VOCABULARY EXPANSION
5. HERRINGBONE	* GUIDE-O-RAMA	5. SUPPLEMENTARY TOPICS/ READINGS
6. CONCEPT DEVELOPMENT	* DIRECTION FINDER	6. STUDY TECHNIQUES
7. VOCABULARY DEVELOPMENT	2. DIRECTED READING	7. MAPPING
* MEANING EXERCISES	3. DIRECTED-READING-THINKING ACTIVITY	
* WORD RECOGNITION EXERCISES	4. GUIDED READING PROCEDURE	
* WORD ATTACK	5. INSTRUCTIONAL FRAMEWORK	
* MAZE TECHNIQUE	6. GUIDE-O-RAMA	
8. TASK ANALYSIS	7. DIRECTION FINDERS	
9. CLOZE TECHNIQUE		
10. PICTURE ANALYSIS		

"NEW ENGLAND: FROM TEXTILES TO ELECTRONICS"

OBJECTIVE:

After reading "New England: From Textiles to Electronics", the students will be able to name the six New England states, describe in their own words the physical characteristics of the region, and the major occupations of that area of the country.

* Can The Students (Task Analysis)

  ** Name the six New England states?

  ** Describe in their own words the physical characteristics of the region?

  ** Describe in their own words that climate of the region and tell how it influenced, and still influences the major occupations of New England?

  ** Describe the variety of farm crops and the areas famous for special crops?

  ** Describe in their own words the fishing industry?

  ** Tell how forest products provide jobs and income?

  ** Describe manufacturing in the region and tell where each occupation occurs within the New England states?

  ** State why Boston is such an important and influential metropolitan area in New England?

  ** State why New England attracts many tourists?

"WAUKEWA'S EAGLE"

CLOZE PASSAGE

When Waukewa saw it, he was about to drive one of his sharp arrows through its body. But then he saw that the young bird at his feet was _____ with pain and _____. Waukewa slowly _____ over the panting _____. For fully a minute the _____ eyes of the wounded bird and the _____, dark eyes of the boy, growing _____ and _____ as he gazed, looked into one another. Then the _____ of the young eagle _____. The wild, frightened look _____ out of its eyes. And the bird _____ Waukewa to pass his hand gently over its _____ feathers. The desire to fight, to _____ its life, gave way to the _____ of the tenderness and _____ expressed in the boy's eyes. From that moment Waukewa and the eagle were friends.

James Buckham, "Waukewa's Eagle." Catch the Wind.
Carl B. Smith and Virginia A. Arnold.
New York: Macmillan Publishing Co., Inc., 1980 68-74

"WAUKEWA'S EAGLE"

CLOZE PASSAGE

When Waukewa saw it, he was about to drive one of his sharp arrows through its body. But then he saw that the young bird at his feet was ___quivering___ with pain and ___fright___. Waukewa slowly ___stooped___ over the panting ___eaglet___. For fully a minute the ___wild___ eyes of the wounded bird and the ___keen___, dark eyes of the boy, growing ___gentler___ and ___softer___ as he gazed, looked into one another. Then the ___struggling___ of the young eagle ___stopped___. The wild, frightened look ___passed___ out of its eyes. And the bird ___allowed___ Waukewa to pass his hand gently over its ___ruffled___ feathers. The desire to fight, to ___defend___ its life, gave way to the ___charm___ of the tenderness and ___pity___ expressed in the boy's eyes. From that moment Waukewa and the eagle were friends.

James Buckham, "Waukewa's Eagle." Catch the Wind.
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THE REQUEST PROCEDURE

ANTHONY V. MANZO

ReQuest is designed to guide the student through as many sentences of a selection as are necessary to enable the student to complete the rest of the passage successfully. Guiding the student's reading through a series of sentences consists of giving the rules and playing the game.

The rules:

"The purpose of this lesson is to improve your understanding of what you read. We will read silently the first sentence. Then we will take turns asking questions about the sentence and what it means. You will ask questions first, then I will ask questions. Try to ask the kind of questions a teacher might ask in the way a teacher might ask them."

"You may ask me as many questions as you wish. When you are asking me questions I will close my book (or pass the book to you if only one between us). When I ask questions you close your book."

Any question deserves to be answered as fully and honestly as possible. It is cheating for a teacher to withhold information or play dumb to draw out the student. It is unacceptable for a student to answer with "I don't know" since he can at least attempt to explain why he cannot answer. If questions are unclear to either party, requests for rephrasing or clarification are in order. The responder should be ready (and make it a practice) to justify his answer by reference back to the text or to expand on background that was used to build or to limit an answer. Whenever possible, if there is uncertainty about an answer, the responder should check his answer against the text.

Playing the game:

The student and the teacher each silently read the first sentence of the selection. The teacher closes his book and the student asks as many questions as he wishes. The teacher answers the questions asked as fully as he is able to. The teacher requests rephrasing of any questions which he cannot answer due to poor syntax and/or incorrect logic.

After the teacher has answered all the questions the student wishes to ask, the student closes his book. The teacher asks as many questions as he thinks can profitably add to the student's understanding of the content.

The teacher should be actively attempting to serve as a model of good questioning behavior. This means that the type of questions asked are what will be coming back to the teacher when the student questions. If questions are limited to factual recall and recognition, the comprehension will be shallow. If the questions posed are thought provoking, developing answers will allow critical thinking and full comprehension.

After the first sentence, the teacher can also pose questions which require integration and evaluation of prior sentences. So can the student.

Improvement of student questioning behavior can be reflected by informative statements like, "That's a great question. In order to answer it I have to do such and such (or think about this and that)." Or, "Your questions make me think the way my questions are supposed to make you think."

ReQuest is continued until the student can provide a reasonable response to the question "What do you think is going to happen in the rest of this selection? Why?" (i.e., what have you read that allows you to make a guess?) At this point say, "Read to the end of the selection to see if you are right."

When the first paragraph is especially brief, or there is insufficient information in it to permit the formulation of a reasonable purpose for reading, or profitable diagnostic information can no longer be obtained by continuing a dialogue, the teacher may continue through a second, and on rare occasions, a third paragraph. It may be self-defeating to continue beyond this point.

Any of the traditional follow-up activities may be used: e.g., consulting an additional reference for an elaboration or verification of what had been read, vocabulary related exercises, tasks requiring the application of newly acquired information, etc.

JOURNAL OF READING
NOVEMBER 1969

"WAUKEWA'S EAGLE"

REQUEST PROCEDURE

"One morning when the boy called Waukewa was off hunting along the mountain side, he found a young eagle with a broken wing. It was lying at the base of a cliff. The bird had fallen from a ledge and, being too young to fly, had fluttered down the cliff. It was hurt so severely that it was likely to die.

James Buckham, "Waukewa's Eagle." Catch the Wind.
Carl B. Smith and Virginia A. Arnold.
New York: Macmillan Publishing Co., Inc., 1980 68-74

"FIGHTING A WAR BETWEEN THE NORTH AND THE SOUTH"

Vocabulary List

First Time		Second Time		Third Time	
1. ____	bales	1. ____	bales	1. ____	bales
2. ____	immigrants	2. ____	immigrants	2. ____	immigrants
3. ____	abolitionists	3. ____	abolitionists	3. ____	abolitionists
4. ____	Liberator	4. ____	Liberator	4. ____	Liberator
5. ____	Sojourner	5. ____	Sojourner	5. ____	Sojourner
6. ____	Underground Railroad	6. ____	Underground Railroad	6. ____	Underground Railroad
7. ____	"Conductors"	7. ____	"Conductors"	7. ____	"Conductors"
8. ____	"Stations"	8. ____	"Stations"	8. ____	"Stations"
9. ____	free state	9. ____	free state	9. ____	free state
10. ____	Union	10. ____	Union	10. ____	Union
11. ____	compromise	11. ____	compromise	11. ____	compromise
12. ____	Confederacy	12. ____	Confederacy	12. ____	Confederacy
13. ____	drafted	13. ____	drafted	13. ____	drafted
14. ____	blockade	14. ____	blockade	14. ____	blockade
15. ____	conceived	15. ____	conceived	15. ____	conceived
16. ____	emancipated	16. ____	emancipated	16. ____	emancipated
17. ____	Appomattox	17. ____	Appomattox	17. ____	Appomattox
18. ____	bribed	18. ____	bribed	18. ____	bribed
19. ____	"carpetbaggers"	19. ____	"carpetbaggers"	19. ____	"carpetbaggers"
20. ____	"scalawags"	20. ____	"scalawags"	20. ____	"scalawags"
21. ____	sharecroppers	21. ____	sharecroppers	21. ____	sharecroppers
22. ____	tenant farmers	22. ____	tenant farmers	22. ____	tenant farmers

Gertrude Stephens Brown. Our Country.
Lexington, Massachusetts. 1979. 160-176

"FIGHTING A WAR BETWEEN THE NORTH AND THE SOUTH"

Vocabulary List

1. bales, p. 161
2. immigrants, p. 161
3. abolitionists, p. 162
4. Liberator, p. 162
5. Sojourner, p. 163
6. Underground Railroad, p. 164
7. "Conductors", p. 164
8. "Stations", p. 164
9. free state, p. 165
10. Union, p. 166
11. compromise, p. 166
12. Confederacy, p. 167
13. drafted, p. 170
14. blockade, p. 170
15. conceived, p. 171
16. emancipated, p. 172
17. Appomattox, p. 173
18. bribed, p. 175
19. "carpetbaggers", p. 175
20. "scalawags", p. 175
21. sharecroppers, p. 175
22. tenant farmers, p. 175

Gertrude Stephens Brown. Our Country.
Lexington, Massachusetts. 1979. 160-176

THE DIRECTED INQUIRY ACTIVITY:
AN INSTRUCTIONAL TECHNIQUE FOR CONTENT READING

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THE DIRECTED INQUIRY ACTIVITY:
AN INSTRUCTIONAL TECHNIQUE FOR CONTENT READING

Reading specialists and content teachers may not completely agree with Sanders (1969), but his following comments about textbooks are reasonably accurate.

> "....the textbook is weak in that it offers little opportunity for any mental activity except remembering. If there is an influence to be drawn, the author draws it, and if there is a significant relationship to be noted, the author points it out. There are no loose ends or incomplete analyses". (p.158)

Although Sander's remarks are generally directed at assisting teachers in developing appropriate questions for post-reading experiences, his suggestions have important implications for prereading activities with subject matter materials as well. For example, in the middle and upper grades both students and teachers report the need for learners to assimilate as many facts and basic understandings as possible (Thomas, 1975). This need is readily understandable: most comprehension taxonomies are hierarchical and presume mastery of explicitely stated information before interpretive, critical, creative, or applicative thinking can be successfully employed (Smith, 1963; Barrett, 1968; Herber, 1970; pp. 62-63). These higher levels of cognitive operations, incidentally, represent the types of thinking most teachers apparently desire to stimulate during discussions that follow content reading experiences.

One problem for the content teacher and the content learner, therefore, seems rather obvious: What can be done to facilitate sorting, categorizing, and retrieving the myriad facts and details so frequently found in textbooks used during content lessons? Manzo's (1975) Guided Reading Procedure appears to be one technique which may be of assistance to both teachers and students. However, the GRP is essentially a "reflective thinking" strategy and does not necessarily help the reader organize his/her thoughts <u>before</u> encountering the materials, unless the teacher includes some special previewing activity such as ReQuest (Manzo, 1969). And what precedes the reading may have at least as much influence, if not more, upon student success with the content lesson.

Acting on the expressed needs of the middle and upper grade students and their teachers, this author developed a technique which addresses itself to Sander's charge that "students deserve the right to participate in the thinking. They deserve the right to reason with raw, undigested ideas." (1966, p.158). Based on the Directed-Reading-Thinking-Activity as developed by Stauffer (1969a; 1969b; 1970; 1975), extended and modified by Valmont (1972), and adapted by Hansell (1976), the technique is specifically designed to help "direct" students through content materials containing an abundance of factual information, much of which <u>should</u> be retained by the reader. The Directed Inquiry Activity retains many features of DRTA methodology, but differs in one significant aspect: The DIA utilizes a framework of conjectures regarding six specific points of inquiry: Who? What? When? Where? Why? How?

The DIA begins with students surveying a portion of the material about to be read, perhaps just the title in short selections. With longer assign ments, entire chapters for example, several beginning paragraphs may be read; illustrations and topical headings or subheadings may be studied as well.

After surveying, students are encouraged to predict responses to the six key inquiry questions which have been listed on the chalkboard by the teacher. The teacher records the predictions under appropriate categories, providing verbal feedback (elaboration upon student conjectures) and helping to elicit further points of information he/she desires the students to learn. Thus, although predictions originate with the students, the teacher helps shape thinking through skillful questioning. As predictions are listed under each point of inquiry, interrelationships among the ideas are traced across categories through further class discussion initiated by teacher feedback. The predicting and elaborating phase serves a two-fold function: 1) it establishes purposes for reading, and 2) it helps fix an anticipatory mindset toward the specific forthcoming reading experience.

When predicting terminates, students read the assigned material to verify and confirm (or reject) their hypothesized ideas and information. The actual reading is followed by a critical analysis of the predictions. Conjectures are reviewed and discussed; additions, deletions and/or modifications of the recorded material are made under appropriate inquiry categories.

The DIA can be used with students at any grade level and is easily adaptable to a variety of specific content areas (Social Studies is particularly well suited). However, since the teacher plays an active role as facilitator during the DIA, careful preparation is necessary and several considerations warrant particular attention. The teacher must be thoroughly familiar with the content and organization of the selection and must have a clear understanding of expectations for student learning. Otherwise, skillful questioning is likely to be mere happenstance. Obviously, not all of the six points of inquiry may pertain to a given reading assignment. In such cases the teacher may elect to delimit the number of categories used during the predicating phase.

In addition, the DIA, like the DRTA, does not explicitely include provisions for pre-teaching vocabulary. Consequently, one of the most critical contingencies for an effective learning experience is proper placement of students in content reading materials. Vocabulary can be "indirectly" introduced during the hypothesizing phase, but often this is simply too incidental to assure consistent success.

However, the skillful instructor can meet the challenge of the "teachable moment" by introducing technical or specialized terms as the need emerges during student conjecture and elaboration. For example, if students

describe the attributes of a given key concept without making reference to the appropriate label, the teacher may simply ask whether anyone knows the word commonly used as a reference term for those collective attributes. Given the usual range of abilities and background experiences in a herogeneous content class, the chances are favorable that an accurate response can be elicited from some member of the group. If not, the teacher may choose either to supply the term or to request that students try to identify the label during their reading. Regardless of the course chosen by the teacher, vocabulary is a crucial factor and must be accounted for in some fashion.

In retrospect, Stauffer (1969b, p. 14) suggests that there are four fundamental aspects of the reading-to-learn process: 1) declaring purposes, 2) reasoning, 3) judging, and 4) refining and extending ideas. The DIA was conceptualized as an instructional technique which would bring all four of these aspects into focus before, during, and after the reading of content selections. Its effectiveness in light of these goals needs further substantiation, however, and classroom teachers are encouraged to pursue this task.

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OBJECTIVE FOR PICTURE ANALYSIS BOARD

Language can be classified according to its purpose, that is, whether it is intended to describe details and specifics, propose alternatives or to state a value of some sort. Our concern in education must be to develop the idea of deliberately selecting language in conjunction with a pre-defined purpose. The objective or purpose of the picture analysis board is to instruct students with identification, construction, and relationships between descriptive, inferential, and value statements.

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DIRECTIONS FOR USING ANALYSIS BOARD AND SUGGESTED ACTIVITIES

1. Discuss the definitions of detail, inference, and value statements. Students cut out and identify detailed, inferential, and value types of statements in magazine ads.

2. Mix statement cards. Students select their own picture to write about, then construct a set of statements. Statements can later be given to other students to sort.

3. Have students sort the cards into appropriate pockets.

4. Students write their own detail, inference, and value statements. Use statements as part of a creative writing exercise. Students compose their own passages deliberately selecting the types of statements they make.

CRITERIA FOR LEVELING STATEMENTS:*

Any statements made by students can be leveled by the kind of information the statements give. Criteria for identifying these three types of statements is as follows:

Level I - Statements enumerate objects or list details.

Level II - Statements interpret the picture in some way by telling a story or relating it to some other object or place; i.e., make inferences.

Level III - Statements are concerned with the purpose of the author and **why** he selected a particular method of presenting his message.

* The levels model is taken from "Cube of Inquiry" by Dr. T. Frank Saunders, University of Arizona, published in Double Think by Farmington Press, 1973.

TRY YOUR HAND AT PICTURE ANALYSIS

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READING GUIDE

WHAT IS IT?

While the directed reading lesson provides structure for the entire lesson, the reading guide provides the students with structure while they are reading. There are three levels of comprehension in reading: literal, interpretive, and critical. Literal comprehension involves questions which ask the student to repeat information. Interpretive comprehension asks the students to read between the lines. They are asked to answer questions which only have been hinted at in the text. Critical comprehension asks the students to evaluate, make judgments, or generalize to other situations. The students are asked to read beyond the lines, so to speak. The reading guide provides for these levels of comprehension singly or in combination.

WHEN DO I USE IT?

The reading guide can be used as part of the reading lesson or by itself. It is a way to lead students to think about what they have read. It guides them in processing information.

HOW DO I USE IT?

The reading guide can take several forms. The format used here is simply a list of questions at all three levels of comprehension. Next to the question is either: 1) the page, column, and paragraph where the answer is found, 2) the page and column, 3) the column only, 4) nothing. The teacher can vary the amount of structure provided for each question. These guides can be used to individualize lessons. For example, students who require a lot of help can be asked to answer only those questions where complete information regarding the answer is given or only literal comprehension is required. Advanced students need only answer questions which require critical comprehension.

WHAT DOES IT LOOK LIKE?

**1. How did the relationship between employer and employee change after the Civil War? (275:1)

*2. How did the scarcity of cheap land affect the growth of the cities? (275:1:2)

***3. How did the goals and tactics of the Knights of Labor compare with those of the AFL?

*4. What was the name of the first national organization of American wage earners? (276)

**5. Why was it so difficult for the unions to make gains during the 1890's? (278)

***6. Why did Eugene V. Debs turn to socialism?

*7. What were the immediate goals of the Socialist Party of America? (279:2:1)

*8. How was the IWW different from the AFL? (280:2)

**9. What caused the split in the IWW? (280)

***10. What caused the decline of the IWW? (281)

*11. What was another name for the members of the IWW? (281)

***12. How did increasing industrialism affect the work and working conditions of workers?

***13. Why did most unions and workers reject a socialist program?

**14. In what year was the IWW formed? (280:1)

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* Literal Level of Comprehension
** Interpretive Level of Comprehension
*** Critical Level of Comprehension

DIRECTION FINDER
SELECTIVE GUIDE-O-RAMA

1. After 1848, the union was headed for serious trouble that would divide it and cause a civil war. Name the two political parties and which section of the country each represented. (p. 389)

2. In 1848, the Democrats could not agree on the issue of slavery and the party was split into northern Democrats and Southern Democrats. Why were they opposed to each other? (pp. 390, ¶. 5-9, p. 391, ¶.1)

3. Be sure you understand the concept of "popular sovereignty." (p. 391, ¶. 2) (p. 397, col. 2, ¶. 1)

4. Why were the Southerners angry that President Taylor encouraged the people of California and New Mexico to ask to come into the Union as states? (p. 391, col. 2)

5. John C. Calhoun, Henry Clay and Daniel Webster were the three leading political figures in America in 1850. They were mainly responsible for the Compromise of 1850. Read pages 394-395 to understand the "fight" that lead to the Compromise of 1850.

6. What was the Compromise of 1850? (p. 395, col. 1, ¶. 2-3)

7. With the passage of the Compromise of 1850, Democrat Stephen A. Douglas said that he would never speak of the slavery issue again. Why did he start giving speeches again on the slavery issue? (p. 336, col. 2, ¶. 4-5)

8. What was the Kansas-Nebraska bill? (p. 398, ¶.1)

9. What gave rise to the Republican party? (p. 398, col. 2, ¶. 2, p. 399, col. 1, ¶.1)

10. Why was Kansas called "Bleeding Kansas"? This is important in understanding how deeply northerners and southerners felt about the slavery issue. (pp. 399-400, col. 1, ¶. 2)

11. What was the Dred Scott decision and why was it important in helping to draw the battle lines between the North and the South? (p. 401, col. 1, ¶. 2, col. 2)

12. It is important to understand Lincoln's and Douglas' positions on slavery. Read p. 404, col. 1, ¶. 2-4, for Lincoln's and ¶. 5 for Douglas'

13. What was the importance of Uncle Tom's Cabin in helping people realize how terrible it was to be a slave? (p. 405, col. 2, ¶. 2-4)

14. How did John Brown's raid at Harpers Ferry contribute to the already explosive issue of slavery? What did the North and the South think about it? (pp. 406-407, col. 1, ¶. 1)

15. How did the South react to Lincoln's election as president? (p. 409, col. 2, ¶. 2)

DIRECTION FINDER TECHNIQUE
READING ACTIVITY
"GETTING THE FACTS"

Teachers can provide strong support, when they wish to, by arranging the questions in the order in which the answers are found in the passage. They can provide even stronger support. Then this is appropriate by citing the page, column, paragraph, even the line where the answer can be located. Such support can often save an assignment for handicapped readers. Even though these readers may skim to find the answers, this much practice seems preferable to no reading practice at all. "Direction Finders" may be needed for only the most difficult questions.

1. During the election of 1892, a third party was formed called the "Populist Party." It was an expression of the grievances of the farmer. What were these grievances? List them below. (Page 456, paragraph 1, columns 1 & 2, lines 1 through 22)

2. The populist Party started with two great farmers' organizations. Name the two organizations and the regions each came from. (Page 456, column 2, lines 1-5)

3. Although the two alliances failed to merge (join together) they wanted the same things. List the demands they both wanted. (Page 456, column 2, lines 6-11)

4. Both the Southern Alliance and the Northwestern Alliance won local elections in their regions. These early successes encouraged the formation of a new national party. In July 1892, the Populist Party held a national convention at Omaha. What were the two major things that came out of the convention? (Page 457, column 1, lines 1-21)

5. Although the Populist Party was mostly made up of members from the farmer alliance, delegates also represented the working man. Name the working man's organization that was represented by delegates at the National Convention. (Page 457, lines 10-13)

6. A political platform is a statement that explains exactly what a political party stands for. A platform has two parts. First, the preamble and the second, the platform proper or planks as they are called. The preamble of the Omaha platform condemned many of the political and economic conditions of the time that were hurting the farmer and working man. List the conditions that were condemned in the preamble of the Omaha platform. (Page 457, section: Omaha Platform, 1892, paragraph 1 & 2)

THREE LEVEL CONCEPT GUIDE

1. Analyze the contents and decide:

   A. What concepts do I want the student to learn?
   B. Why do I want them to learn those concepts?

2. Analyze the contents and list statements of fact present which deal with the concept you are teaching.

3. Locate statements which add meaning or support the facts you have listed.

4. Consider and list possible extensions of the material.

   A. What conclusions can be drawn from the content?
   B. What "universal truths" find support or example in this content?

Numbers two, three, and four correspond to the three levels of study questions that can be prepared for a concept.

Example: Populist Party

A. A political party is for the purpose of representing views of a group of people.
B. This concept relates well to all political parties to be discussed. It can also help a new voter decide what political party to join.

Level I: Facts

1. Who did the Populist Party principally represent?
2. (T F) The Populists favored high tariffs.
3. Did the Populists favor more or less government?

Level II: Inference

1. What besides the drought in the late 1880's might have made the farmers angry?
2. (T F) High tariffs raised prices of goods the farmers had to purchase.
3. In order to change things, would a Populist favor radical revolution or pressure on the government?

Level III: Concepts

1. If the Populist Party were revived today, what type of people would they attract?
2. (T F) Today's Republican Party is closer to being "Populist" than the Democrats.
3. Name a current third party and what they stand for.

CONCEPT REINFORCEMENT

(CATEGORIZING)

Directions: According to the meaning you give each word or phrase, place them under one of the categories which follow. Choose a partner to work with. Discuss each item with your partner and together decide where the items belong. Be prepared to defend your choices. If you believe a word or phrase belongs under more than one category, you may list it more than once.

- WORDS AND PHRASES -

- low farm prices
- the gold standard
- a third party
- cotton and tobacco belt
- 8 hour day
- preamble
- appeared in the election of 1892
- plains region
- high protective tariffs
- immigration restrictions
- authored by I. Donnelly
- free silver
- worked through Democratic party
- first third party to win electoral votes
- elected six congressmen from plains region
- wanted the government to regulate monopolies
- restore RR bounty lands to Government
- speculators
- held National Convention at Omaha
- cheaper credit
- lower interest rates
- popocrats
- Laissez faire
- was an expression of farmer grievance
- more paper money
- platform proper
- government ownership of railroads
- National Bank Act
- lower tariffs
- railroad monopolies
- the people's party
- gained control of five state legislatures
- condemned political corruption
- existing economic conditions

THE POLULIST PARTY

THE FARMERS GRIEVANCES

THE NORTHWESTERN ALLIANCE

THE FARMERS DEMANDS

THE OMAHA PLATFORM

THE SOUTHERN ALLIANCE

WORKERS DEMANDS

CONCEPT INFORMATION

HOW DO YOU FEEL?

HOW DID THEY FEEL?

DIRECTIONS: Think about each of the terms below. How do you feel about each of these items? How did a Populist feel about them? Label each word below with one of these symbols:

Postive feeling	+
Negative feeling	-
Mixed feelings	+-
Neutral	0

Be prepared to defend your opinion (be able to tell why they felt the way they did and why you feel the way you do.)

	YOURSELF	POPULIST	BANKERS BUSINESSMEN
1. Populist Party	_____	_____	_____
2. Civil War	_____	_____	_____
3. industry	_____	_____	_____
4. third party	_____	_____	_____
5. creditors (bankers)	_____	_____	_____
6. high tariff	_____	_____	_____
7. gold standard	_____	_____	_____
8. railroads	_____	_____	_____
9. Homestead Act	_____	_____	_____
10. land speculators	_____	_____	_____
11. drought	_____	_____	_____
12. farmers	_____	_____	_____
13. revolution	_____	_____	_____
14. economic distress	_____	_____	_____
15. the South	_____	_____	_____
16. the West	_____	_____	_____
17. federal government	_____	_____	_____
18. political platform	_____	_____	_____

PATTERN GUIDE

In all types of reading certain patterns occur repeatedly. When a student can recognize patterns then understanding is better and retained longer. For example, the Populist Party selection has a good cause-effect pattern throughout. Other patterns are sequence or time order, repeated use of phrases, repeated use of vocabulary and comparison and contrast of someone or something. All provide some type of order to our otherwise confusing selection.

POPULIST PARTY: CAUSE-EFFECT

Match the cause with the effect to spell a term for a southern sympathizer.

Cause		Effect
1.	The farmers were angry and wanted to organize.	1. _____
2.	Failure to do homework.	2. _____
3.	The Southern Alliance and Northwestern Alliance joined to encourage a new party.	3. _____
4.	Watching TV rather than studying.	4. _____
5.	Adverse judicial decisions.	5. _____
6.	Homestead Act	6. _____
7.	The U.S. remained on the gold standard.	7. _____
8.	The protective tariff	8. _____
9.	Depression of 1893	9. _____

Choices of Effect

A. farm prices went down

R. land went to railroads and speculators

T. raised the prices of goods the farmers had to buy

B. prosperity north of the Ohio

L. National Bank Act

S. fear of a revolution

C. state and federal regulation of railroads was hamstrung

D. the sun would not rise the next day

O. Getting an "F" on your work

P. Populist party was started

CAUSE AND EFFECT

CHART

NAME _____ CLASS HOUR _____

When a writer explains why something happened - what caused it - or what the effect or result is, he is using cause - effect relationship. The following activity will help you learn to recognize cause and effect relationships. After reading one of your short stories, fill in this chart. First you must think of three or four events that happened in your story. Write down the events under the middle column titled main events. Secondly, think of the causes that made the main event happen. Write the causes down under the column titled causes. Thirdly, think of how the events affected the people in the story and write these effects under the column titled effects.

TITLE OF STORY: _____

CAUSES	MAIN EVENT	EFFECTS
	Event 1:	
	Event 2:	
	Event 3:	
	Event 4:	

CAUSE AND EFFECT

CHART

NAME _____ CLASS HOUR _____

When a writer explains why something happened - what caused it - or what the effect or result is, he is using cause - effect relationship. The following activity will help you learn to recognize cause and effect relationships. After reading one of your short stories, fill in this chart. First you must think of three or four events that happened in your story. Write down the events under the middle column titled main events. Secondly, think of the causes that made the main event happen. Write the causes down under the column titled causes. Thirdly, think of how the events affected the people in the story and write these effects under the column titled effects.

TITLE OF STORY: _____

CAUSES	MAIN EVENT	EFFECTS
Eaglet had fallen	Event 1: Waukewa found eaglet at bottom of cliff	Broke its wing
He felt pity for the eaglet	Event 2: Waukewa takes eaglet to his lodge	He nursed eaglet back to health and then let it go
Tribe needs fresh fish after a long winter	Event 3: Waukewa goes fishing for salmon and trout above the great falls	He is caught in the current and his paddle gets broken
He had gone too far downstream and he decided to die like a brave	Event 4: Waukewa resigns himself to his fate -- death	Eagle that he had rescued now rescues him

Cause: CIRCLES FOR FLOWER POWER GAME

EFFECT: PETALS FOR FLOWER POWER GAME

The people could not go to work.

The man got out his shovel to clear the driveway.

The children had stomach aches.

The cookie jar was empty.

The branches of the trees were white.

The children made snowmen.

The children got in trouble when their mother came home.

The children got crumbs all over the floor.

The other children were jealous.

The boy was on the Honor Roll.

The boy felt very proud.

The boy's parents gave him $1.00 for a reward.

The girl was put on restriction for one week.

No one found out.

The girl lied to her parents.

The girl felt guilty and returned the money.

EFFECT: PETALS FOR FLOWER POWER GAME

The lady broke her leg.
A man helped the lady up.
A group of teenagers started to laugh.
The lady bought a pair of rubber shoes.
The dog bit the little boy.
The dog broke the chain and ran away.
The dog chased a cat down the street.
The dog growled at the mailman.

EFFECT: PETALS FOR FLOWER POWER GAME

HERRINGBONE

What is it?

Herringbone is a student-directed study method that outlines the main ideas of a piece of writing.

When would I use it?

Herringbone is used to help students understand and organize what they read from their text. After class presentation and subsequent practice sessions, the student could elect to use Herringbone technique to do their chapter reading assignments.

How do I do it?

1. Provide herringbone form for students to examine.

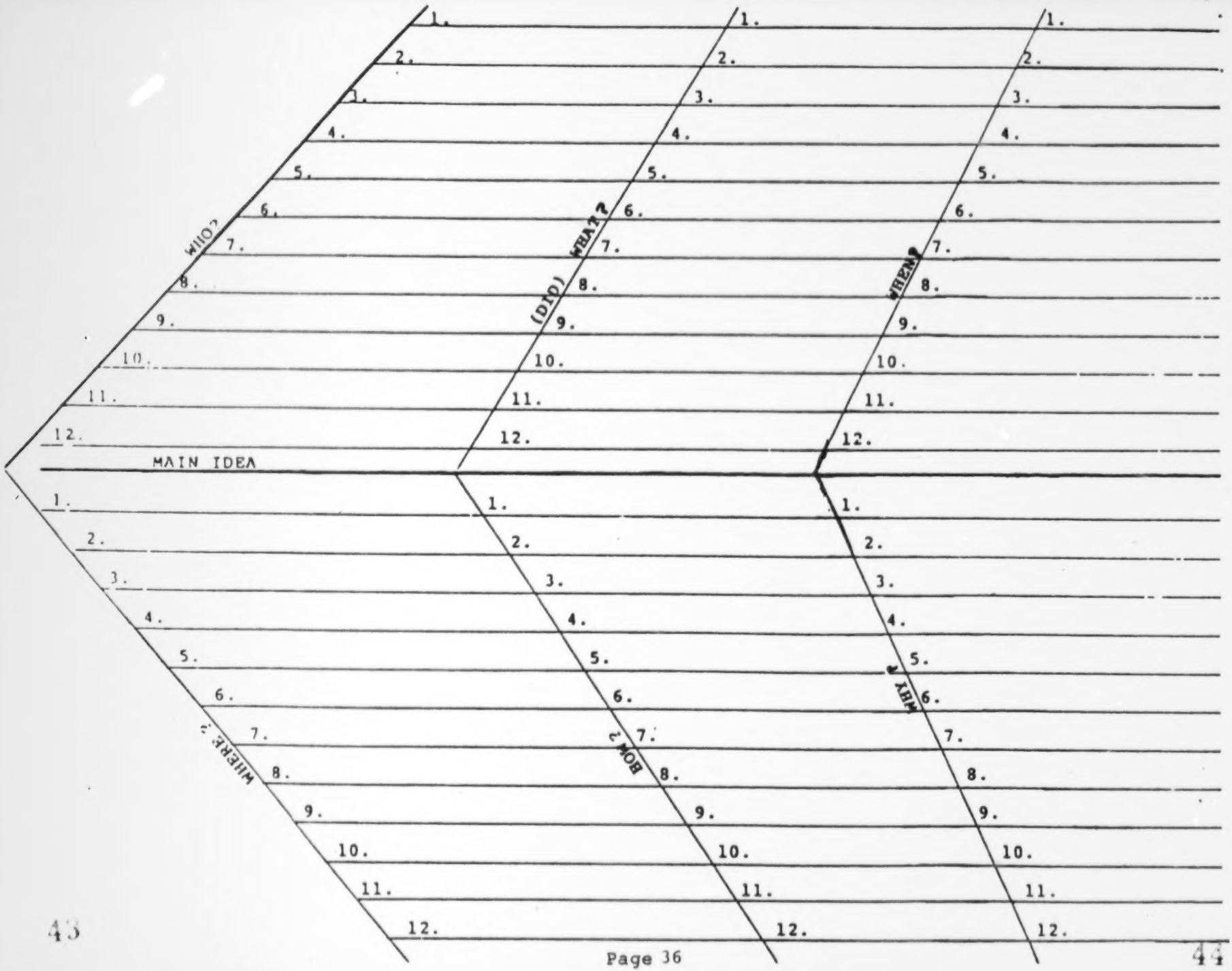
2. Discuss the Who? What? When? Where? How? and Why? sections and how to identify statements that will answer these questions. (see Appendix A)

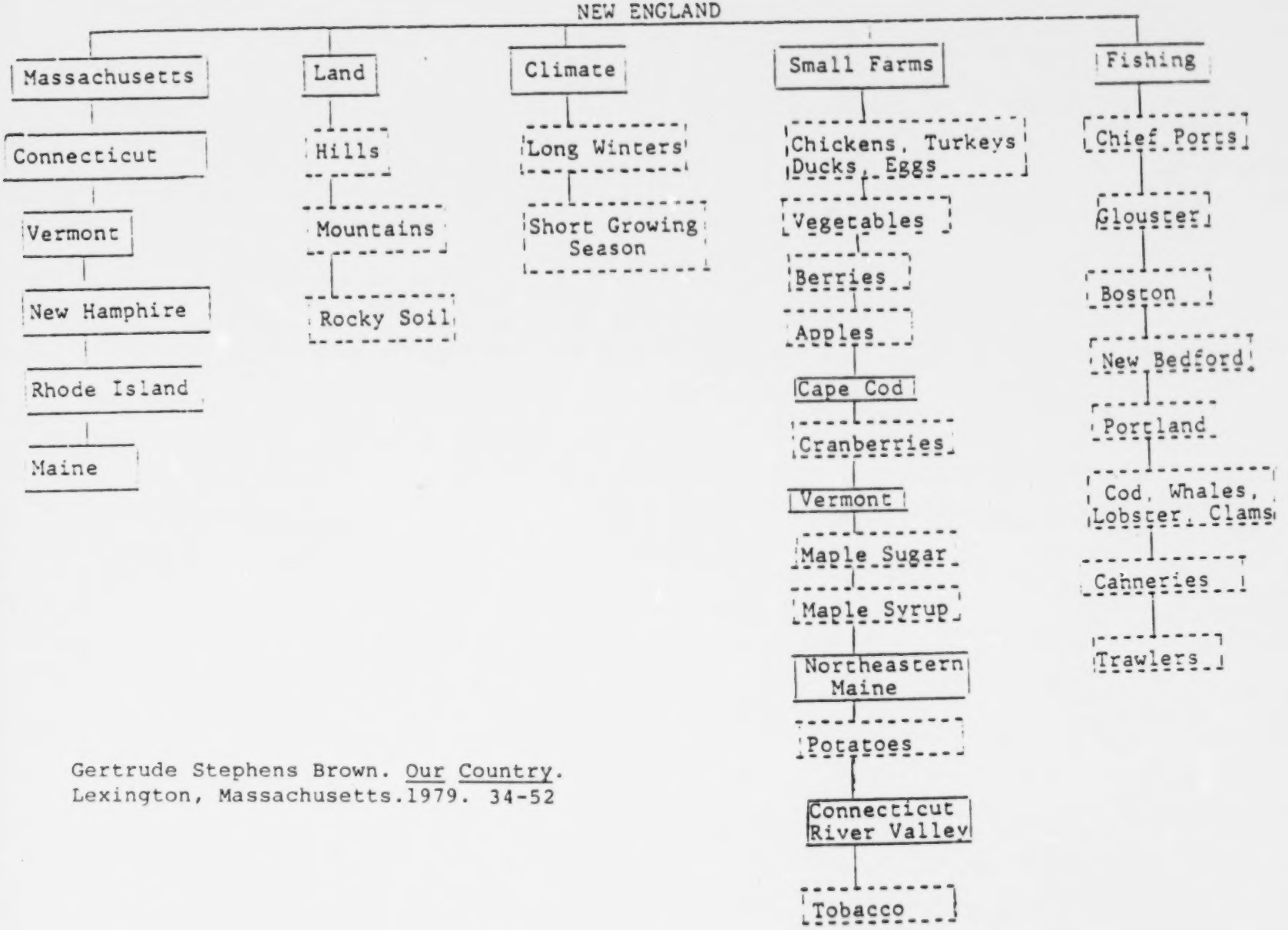
3. Student first reads the subsection or paragraph (depending upon the length of the material) and stops.

4. From memory the student fills in herringbone lines for each category that applies. Student is instructed to do this from memory so that the information goes through the thought process.

5. As a class, may want to go back and check together. Feedback step.

6. Then read next section and fill in herringbone from memory. Read, recall, feedback.


WHO?
(DID) WHAT?
WHEN?
MAIN IDEA
WHERE?
HOW?
WHY?



Gertrude Stephens Brown. Our Country. Lexington, Massachusetts.1979. 34-52

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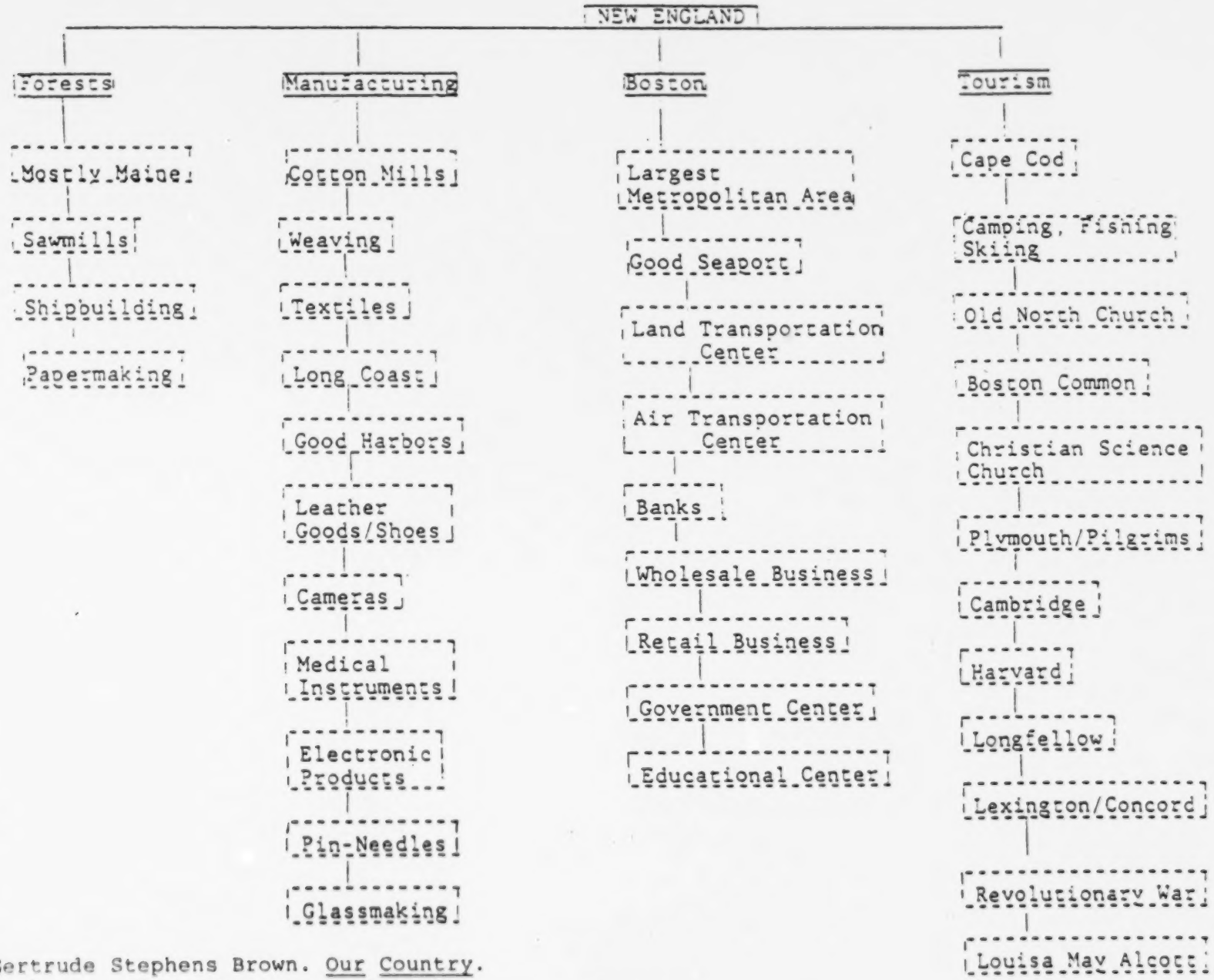


Gertrude Stephens Brown. Our Country. Lexington, Massachusetts. 1979. 34-52

STUDY TECHNIQUE

THE DIVIDED PAGE TECHNIQUE

DIRECTIONS: Students not only need to learn how to study, but also must be given time to do so. The Divided Page Technique has been called the "most powerful study technique known to psychologists." This is a technique of self recitation. The student conceals the right-hand side of his/her divided page with a hand or with a cover card (an index card) and tries to express the answers in his/her own words. Then the student lifts the card and checks. The cover card forces the students to concentrate as he/she struggles to recall what's underneath. This procedure can be followed again and again until the material is learned.

QUESTION OR TERM	ANSWER OR MEANING
1. Why was the Populist Party formed?	1. Farmers and workers felt that the Republican & Democratic parties weren't doing enough for them, they wanted to be heard.
2. Name five grievances the farmers had.	2. The gold standard, railroad monopolies, high tariffs, high interest rates, speculators low farm prices.
3. Name the organizations that started the Populist Party.	3. The Southern Alliance from the cotton and tobacco belt. The Northwestern Alliance, farmers from the plains region, the Knights of Labor, workers in factories.
4. What is the function of a third party?	4. To bring to public attention the reforms that the major parties (Rep. & Dem.) later adopt as their own.
5. What were the farmers' demands?	5. The farmers demanded government regulation of railroads, free silver, lower tariff, lower interest rates, government involvement in controlling businesses.

SAMPLE STORY FRAME FOCUSING ON A CHARACTER _____

This story is about _____.

_____ is an important character.

_____ tried to _____

_____

The story ends when _____

_____

_____

J. DAVID COOPER, Improving Reading Comprehension (Boston: Houghton Mifflin Co., 1986), p. 337

SAMPLE STORY FRAMES

SETTING FRAME

This story takes place_____

_____. I can tell this because the author uses such words as _____ to tell where this story happens.

Plot Frame

This story begins when _____

Next _____

Then _____

_____. The story ends when _____

_____

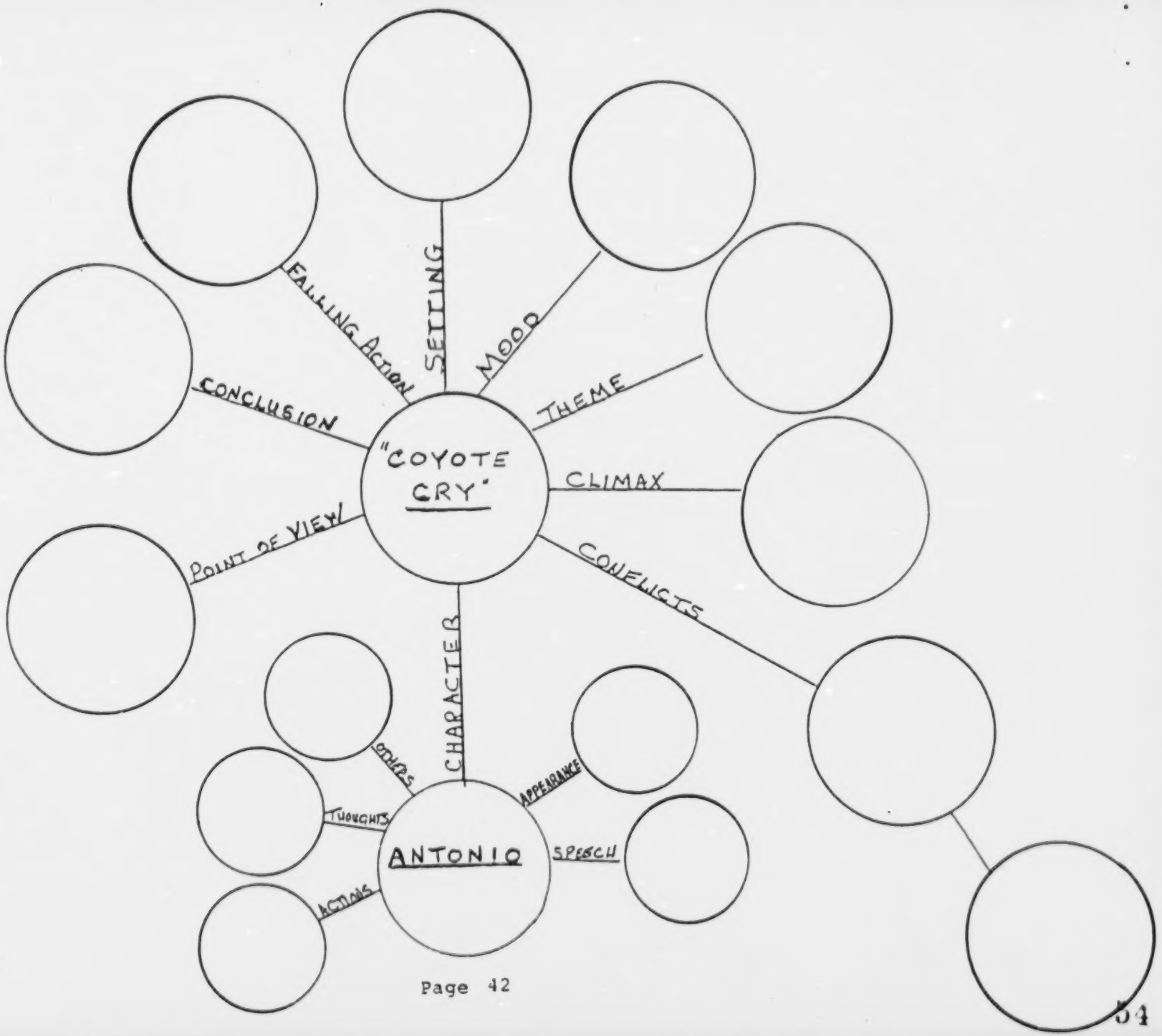
_____

Character Comparison Frame

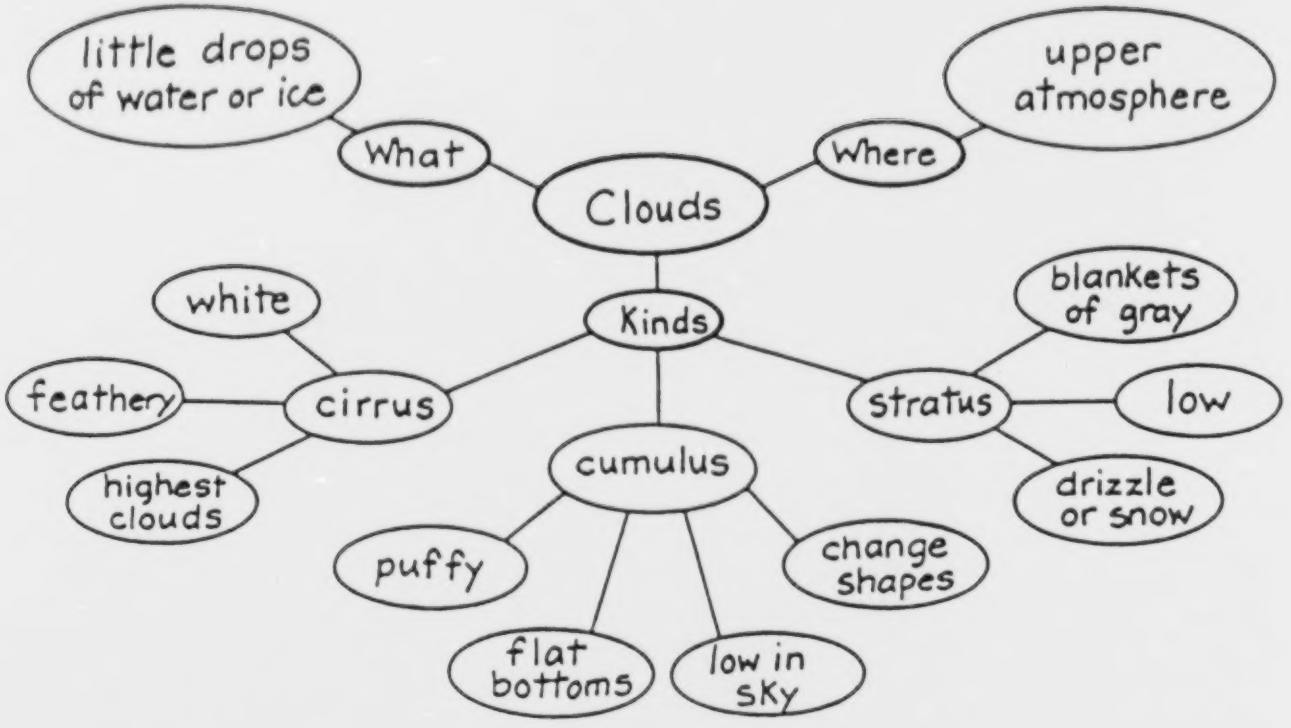
_____ and _____ are two characters in our story. _____is _____ while _____ is _____. For instance, _____ tries to _____ and _____ learns a lesson when_____

_____

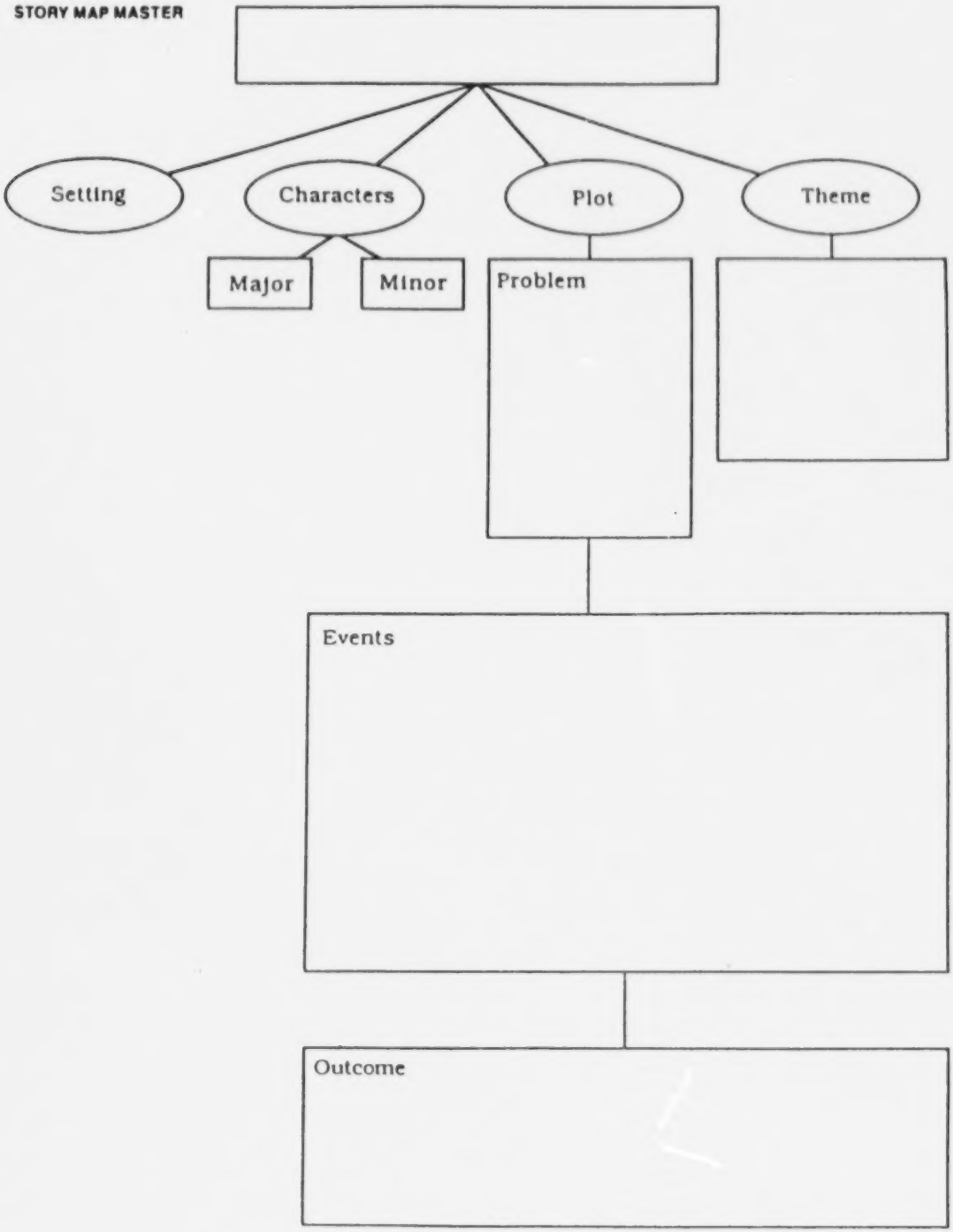
J. DAVID COOPER, Improving Reading Comprehension (Boston: Houghton Mifflin Co., 1986), p. 337


"COYOTE CRY"
SETTING
MOOD
THEME
CLIMAX
CONFLICTS
CHARACTER
POINT OF VIEW
CONCLUSION
FALLING ACTION
ANTONIO
APPEARANCE
SPEECH
ACTIONS
THOUGHTS
OTHERS

CONCEPT MAP


Clouds
What
little drops of water or ice
Where
upper atmosphere
Kinds
cirrus
white
feathery
highest clouds
cumulus
puffy
flat bottoms
low in sky
change shapes
stratus
blankets of gray
low
drizzle or snow

STORY MAP MASTER



STORY MAP

SETTING

CHARACTERS

PROBLEM

GOAL

EVENT 1

EVENT 2

EVENT 3

EVENT 4

RESOLUTION

Based on J. David Cooper, Improving Reading Comprehension (Boston: Houghton Mifflin Co., 1986),pp.295-296

Name _____ Date _____

My Story Idea Chart

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

The Characters _____

_____

The Setting _____

_____

_____

_____

Here is what happens. _____

_____

_____

_____

This is how my story could end. _____

_____

_____

This is another way I could end it. _____

_____

_____

Taken from Carol Signorino,
"Reading...the Write Way"
(Houghton Mifflin)
Page 46

POST READING

UNDERSTANDING CHARACTER TRAITS

NAME _____ TEACHER _____

DATE _____ CLASS HOUR _____

DIRECTIONS: Characters are persons in short stories, plays, and novels. Writers use certain techniques skillfully to make their characters think and act like real people. Writers give their characters personalities. To do this, they use a variety of methods. These techniques are listed here.

Characters may be revealed through:

1. the character's appearance
2. the character's action
3. the character's speech
4. the character's thoughts
5. the thoughts and comments of other characters

Choose a character from your story. Fill out the chart below:

Title of Story _____

Character _____

<table>
<tr><td colspan="2">The Character's Appearance</td><td colspan="2">The Character's Actions</td></tr>
<tr><td>The Character's Speech</td><td>The Character's Thoughts</td><td colspan="2">Thoughts & comments of other characters about this one character</td></tr>
</table>

UNDERSTANDING CHARACTER TRAITS

CHARACTER'S NAME _____

DIRECTIONS: Based upon the information you have listed on your chart, write down character traits you think your character has. After each character trait tell why you think the character has the traits you have chosen for him/her.

CHARACTER TRAITS

TRAIT 1 _____

Reasons: _____

_____

_____

_____

TRAIT 2 _____

Reasons: _____

_____

_____

_____

TRAIT 3 _____

Reasons: _____

_____

_____

_____

TRAIT 4 _____

Reasons: _____

_____

_____

_____

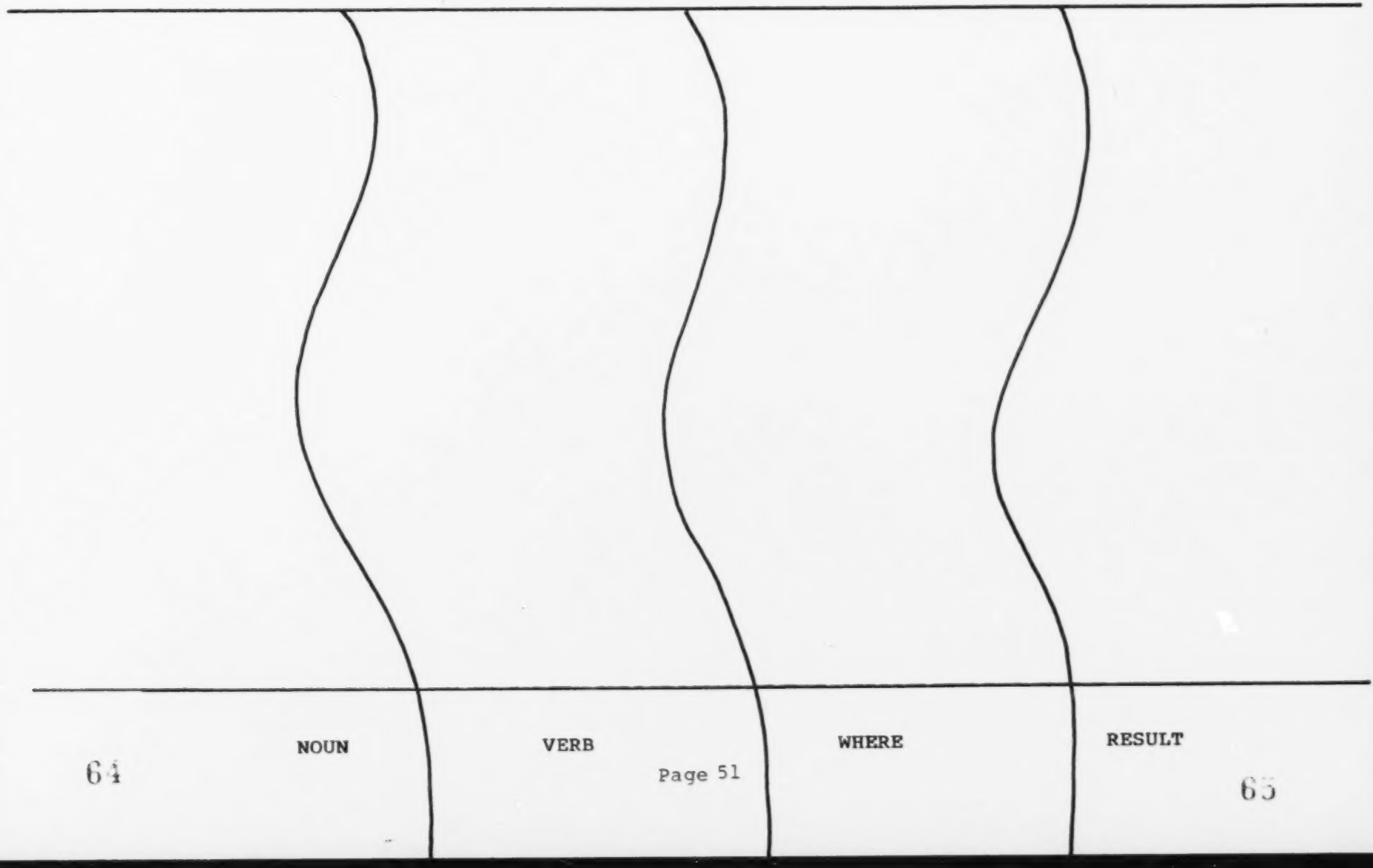
CHARACTER TRAITS

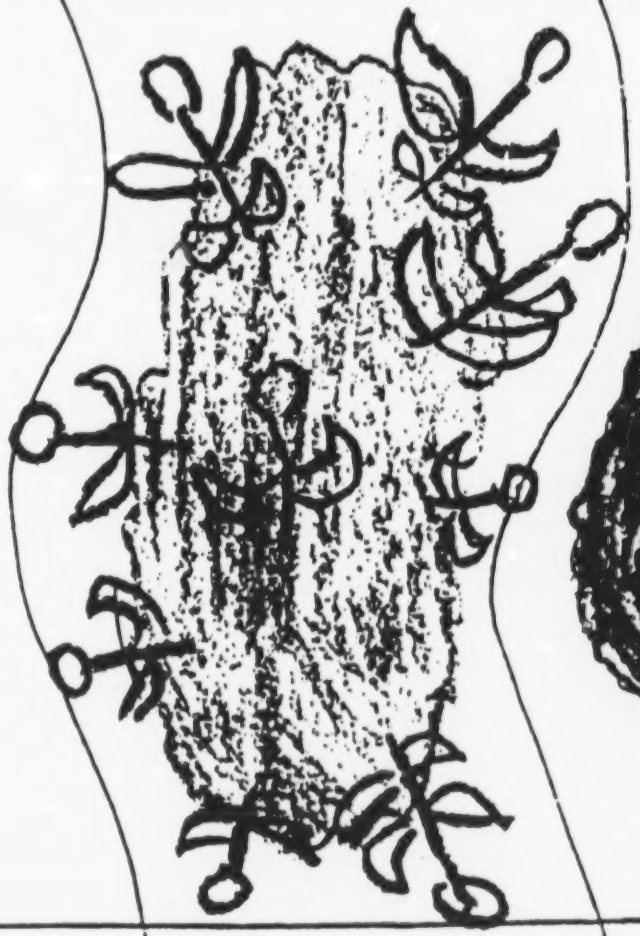
1. aggressive - bold, forceful
2. assertive - speaking out
3. boastful - brag
4. bold - fearless, courageous
5. caring - concerned
6. cautious - careful
7. cheerful - happy
8. clever - smart, wise
9. cocky - conceited
10. conceited - high opinion of oneself
11. confident - sure of oneself
12. conformist - goes along with others
13. conniving - planning in an underhanded way
14. considerate - thoughtful, kind
15. courageous - brave
16. cowardly - not brave - "chicken"
18. creative - artistic, inventive
19. curious - nosey, inquisitive
20. determined - sure, convinced
21. easy-going - nonchalant, takes life easy
22. eccentric - unusual, odd, peculiar
23. energetic - full of energy
24. fearful - scared, afraid, full of fear
25. foolish - chump, silly, jerk, dumbbell
26. generous - giving, unselfish, bighearted
27. gently - loving, tender, softly
28. grotesque - ugly, hideous, monstrous
29. gullible - believing or trusting
30. individualist - does things his own way
31. interloper - intruder, person who interferes
32. lazy - inactive, lacks ambition
33. loyal - true,faithful, trustworthy
34. moody - changeable, gloomy, sulky, sullen
35. moral - right, good, honorable, respectable
36. nonchalant - indifferent, easy-going, unconcerned
37. persistent - keeps at things, continues
38. philosophical - wise, reasonable
39. precise - accurate, exact
40. procrastinator - puts things off, delay
41. rambunctious - uncontrollable, wild, boisterous
42. reassuring - restore confidence
43. reliable - dependable,
44. responsible - accountable, trustworthy, reliable
45. restless - uneasy, fidgety, impatient, anxious
46. selfish - self-centered, stingy, possessive
47. sensitive - easily affected or influenced, caring, feeling
48. sentimental - tender affectionate, "mushy"
49. sharing - giving, generous

WHAT DO YOU SEE IN A FACE?

HEAD	EYES	CHEEK	BROW
aching	able	ruddy	lofty
attentive	admirable	crimson	noble
battered	agonized	pale	manly
bedraggled	all-seeing	tranquil	heavy
beloved	anguished	sallow	dark
bent	anxious	pasty	sunburned
boyish	appealing	pallid	bushy
bushy	awe-inspiring	ashen	shaggy
clean	baffling	wan	roughened
cowering	beaming	lean	thick
delicate	blazing	cold	ruffled
downcast	bold	withered	furrowed
erect	brooding	haggard	wrinkled
firm	calm	leathery	sad
forlorn	compassionate	darkened	troubled
hopeless	concerned	bony	mournful
impassioned	contemplative	emaciated	brooding
keen	courageous	marble	scowling
meek	deep-circled	high	frowning
mountainous	deep-set	straining	stormy
poetic	discerning	furrowed	puzzled
reverend	distressed	swarthy	lifted
stately	downcast	worn	austere
sturdy	tearful		craggy
unhonored			serene
unkept			shadowy
weary			pitying
			stunned
NOSE	CHIN	MOUTH	haggard
			sober
simple	jutting	smiling	
endless	determined	thin	
pointed	prominent	wide	
thin	fighting	wry	
sharp	obstinate	resolute	
scornful	stubborn	firm	
enormous	rounded	sulky	
	square	serious	
	strong	insistent	
	sensitive	purposeful	
	quivering		
	scrubby		
	unshaven		
	bristly		
	sunken		
	unflinching		
	lowered		
	firm		
	heavy		
	granite		

STORY MIXUPS - CAROLE JONES - PONDEROSA CHAPTER 1





The Slimy wiggly frog

jump and bounced

through the slimy swamp

and landed on a lily pad

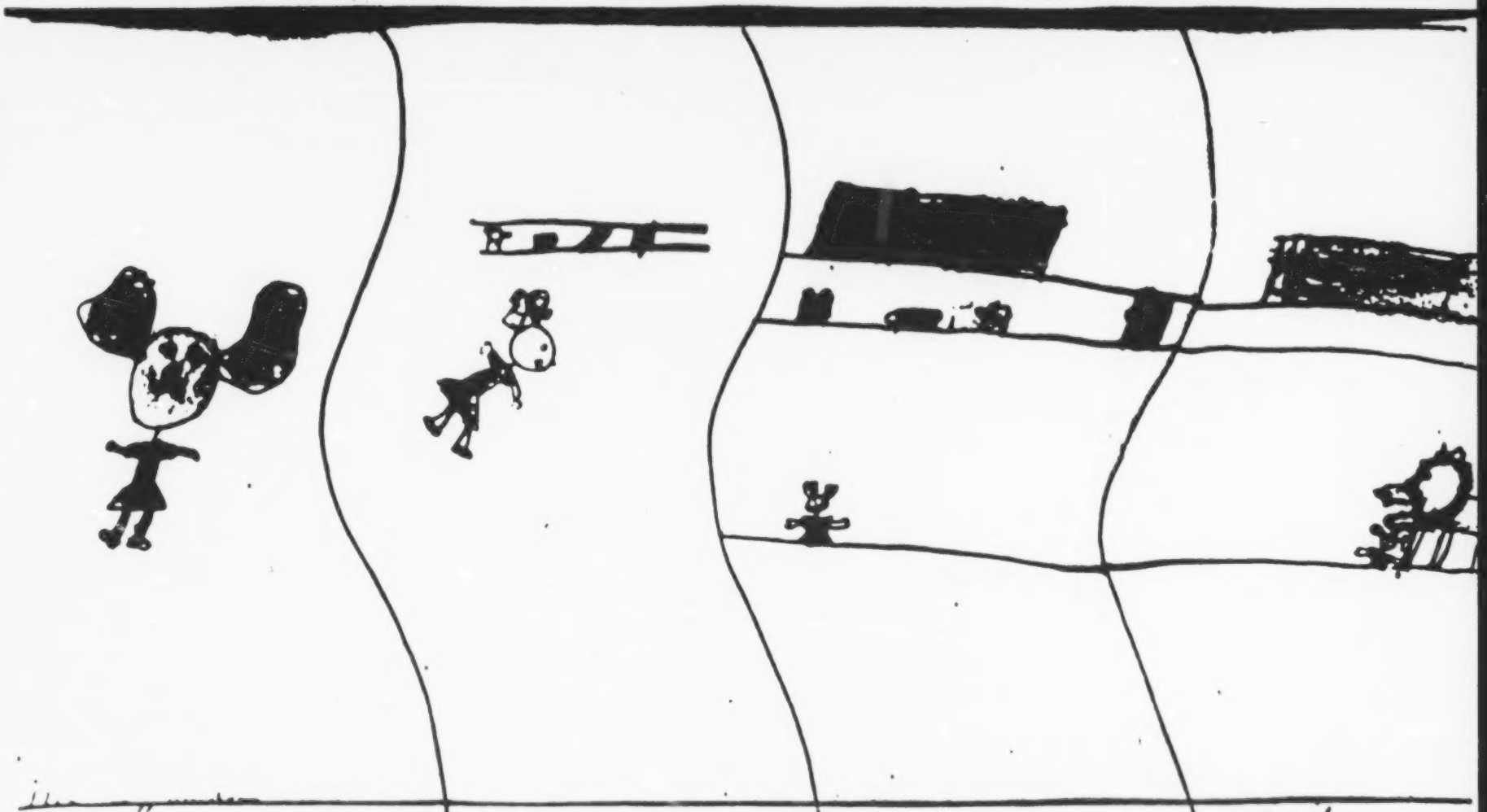
66 NOUN

VERB

Where

67 RESULT

Tammy abrahams



NOUN	VERB	Where	RESULT
The sly mouse	crept inattentatively	into the kitchen	and bumped into a lion

CHAPTER 12

"FIGHTING A WAR BETWEEN THE NORTH AND THE SOUTH"

OBJECTIVE

The students will select and discuss the major causes of the Civil War.

- Can the students
  - Discuss how slavery was introduced into the United States?
  - Discuss the economic differences between the North and the South?
  - Discuss the role/importance of the anti-slavery movement?
  - Discuss the reasons for the anti-slavery movement?
  - Discuss the reasons for and the importance of the Compromise of 1850?
  - Discuss the importance or significance of the election of Lincoln as President of the United States?

ANTICIPATORY SET

- ReQuest Procedure

  "A Dutch ship brought the first African workers to the English colonies. The ship arrived in Jamestown, Virginia, in 1619.

  The settlers wondered why the ship had come. Soon they found out. The Dutch captain had some Africans on his ship. He wished to trade them for supplies."

- Cloze Passage
- Directed Inquiry Activity (DIA)

  Who? What? Where? When? How? Why?

CLOZE PASSAGE

The trade was made, and twenty Africans were brought ashore. In time these people were freed. Some became _____.

American plantations grew in number and size. More _____ were needed, but they were hard to find. _____ said that slaves might be the answer. Ships _____ bringing more Africans to the colonies.

The _____ Africans suffered on the trip across the Atlantic. _____ were packed in the bottom part of a _____. Often they were chained to one place. They _____ given only a little food and water. Even _____ was sometimes spoiled. Many Africans died during the voyage.

VOCABULARY LIST

1. _____	bales	1. _____	bales	1. _____	bales
2. _____	immigrants	2. _____	immigrants	2. _____	immigrants
3. _____	abolitionists	3. _____	abolitionists	3. _____	abolitionists
4. _____	Liberator	4. _____	Liberator	4. _____	Liberator
5. _____	Sojourner	5. _____	Sojourner	5. _____	Sojourner
6. _____	Underground Railroad	6. _____	Underground Railroad	6. _____	Underground Railroad
7. _____	"Conductors"	7. _____	"Conductors"	7. _____	"Conductors"
8. _____	"Stations"	8. _____	"Stations"	8. _____	"Stations"
9. _____	free state	9. _____	free state	9. _____	free state
10. _____	Union	10. _____	Union	10. _____	Union
11. _____	compromise	11. _____	compromise	11. _____	ocmpromise
12. _____	Confederacy	12. _____	Confederacy	12. _____	Confederacy
13. _____	drafted	13. _____	drafted	13. _____	drafted
14. _____	blockade	14. _____	blockade	14. _____	blockade
15. _____	conceived	15. _____	conceived	15. _____	conceived
16. _____	emancipated	16. _____	emancipated	16. _____	emancipated
17. _____	Appomattox	17. _____	Appomattox	17. _____	Appomattox
18. _____	bribed	18. _____	bribed	18. _____	bribed
19. _____	carpetbaggers	19. _____	carpetbaggers	19. _____	carpetbaggers
20. _____	"scalawags"	20. _____	"scalawags"	20. _____	"scalawags"
21. _____	sharecroppers	21. _____	sharecroppers	21. _____	sharecroppers
22. _____	tenant farmers	22. _____	tenant farmers	22. _____	tenant farmers

"FIGHTING A WAR BETWEEN THE NORTH AND THE SOUTH"

Vocabulary List

1. bales, page 161
2. immigrants, page 161
3. abolitionists, page 162
4. Liberator, page 162
5. Sojourner, page 163
6. Underground Railroad, page 164
7. "Conductors", page 164
8. "Stations", page 164
9. free state, page 165
10. Union, page 166
11. compromise, page 166
12. Confederacy, page 167
13. drafted, page 170
14. blockade, page 170
15. conceived, page 171
16. emancipated, page 172
17. Appomattox, page 173
18. bribed, page 175
19. "carpetbaggers", page 175
20. "scalawags", page 175
21. sharecroppers, page 175
22. tenant farmers, page 175

STUDY GUIDE

1. Read the section entitled "Colonists bring Africans to America" (page 160) to find out why Africans were brought to American and to find out what life was like on a plantation.

2. Why were the Northern states able to get along without slaves? (pp. 160-161) How do you think this made them feel about the institution of slavery?

3. Why did the South want slavery? (pp. 161-162)

4. How are the attitudes of Northerners and Southerners different? How do you think this made them feel?

5. Who were the abolitionists and why are they important? (pp. 162-163)

6. Would you have opposed slavery openly by becoming an abolitionist? Why?

7. What were some of the ways the slaves tried to escape? (pp. 164-165)

8. What other things do you think could have been done to help the slaves?

9. What was the problem about the settlement of the Western territories? (pp. 165-166)

10. What was the Compromise of 1850? (p. 166)

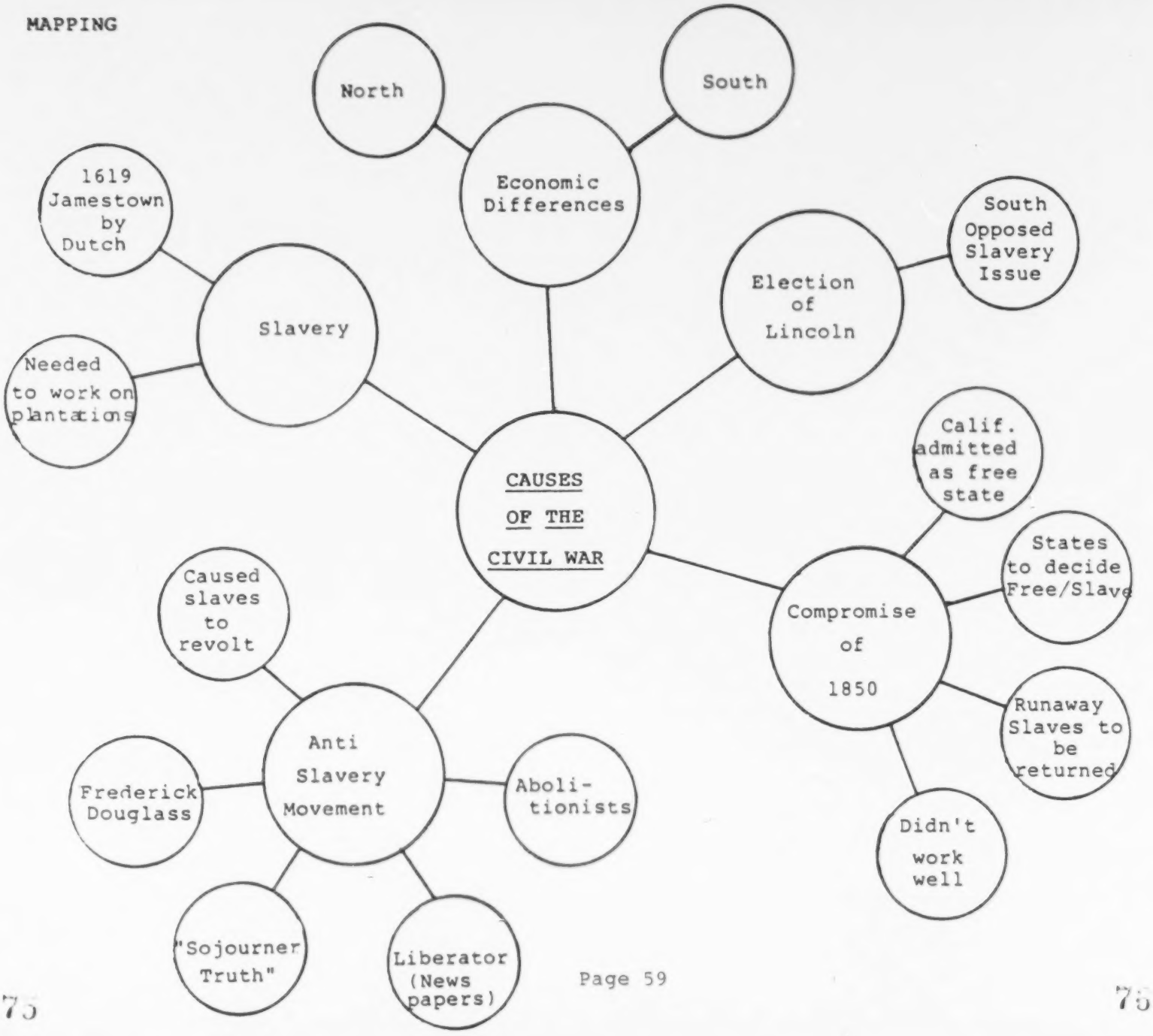
11. Do you think the compromise was fair? Why or why not?

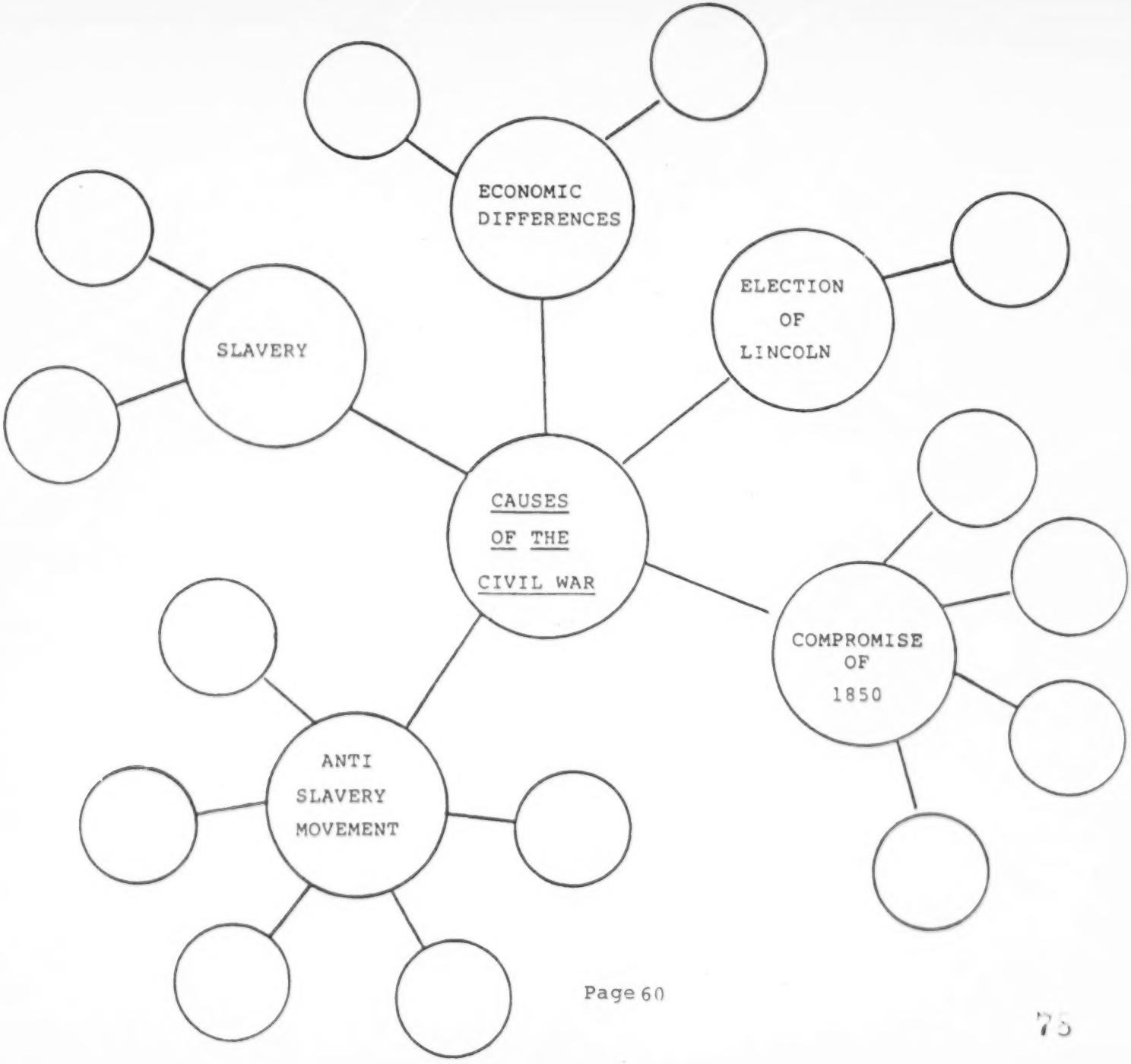
12. Why did the South oppose the election of Lincoln as president? (pp. 166-167)

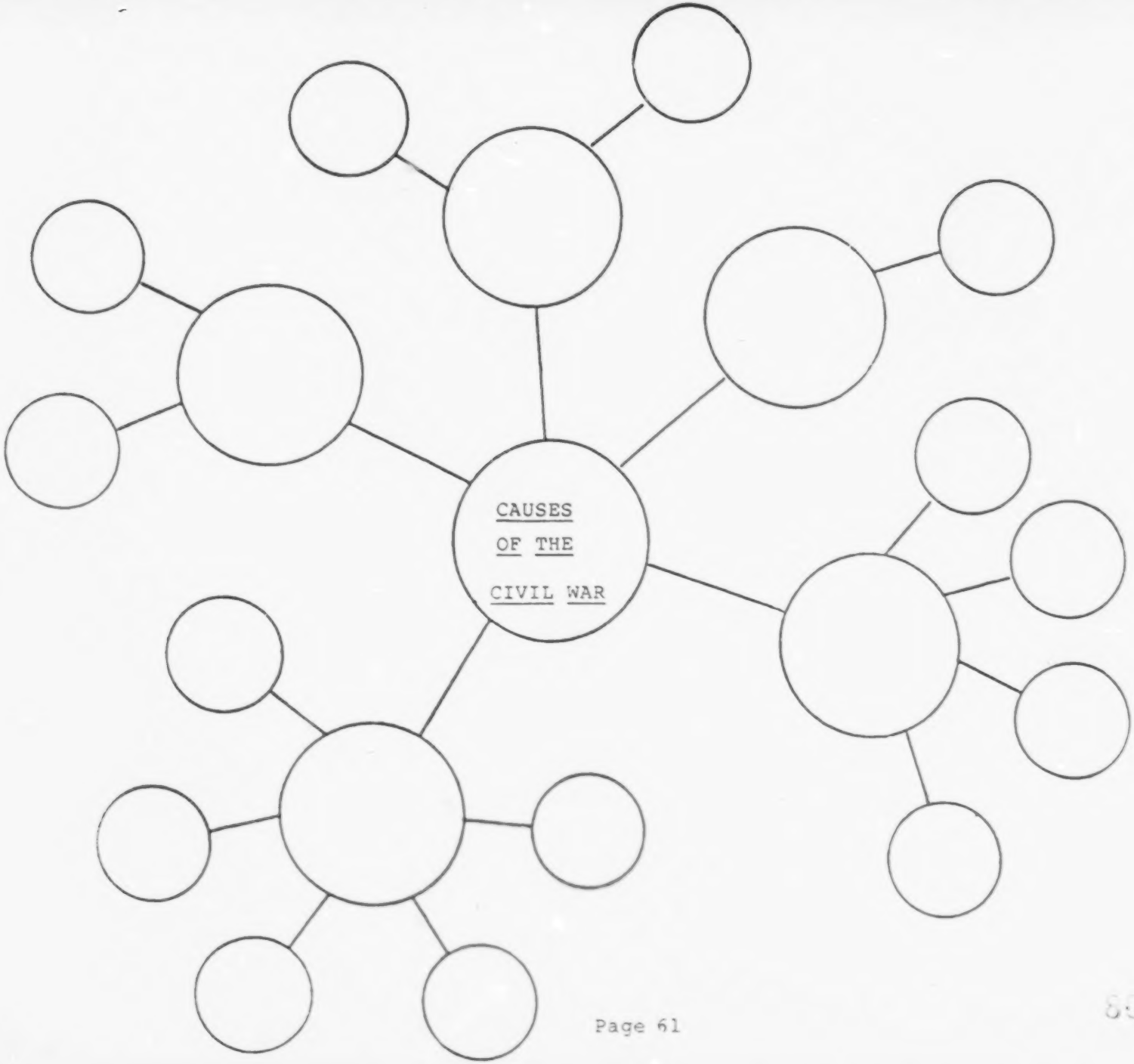
13. Do you think the South was justified in seceeding or pulling out of the Union to form the Confederate States of America? Why or why not?

14. What do you think is going to happen next?

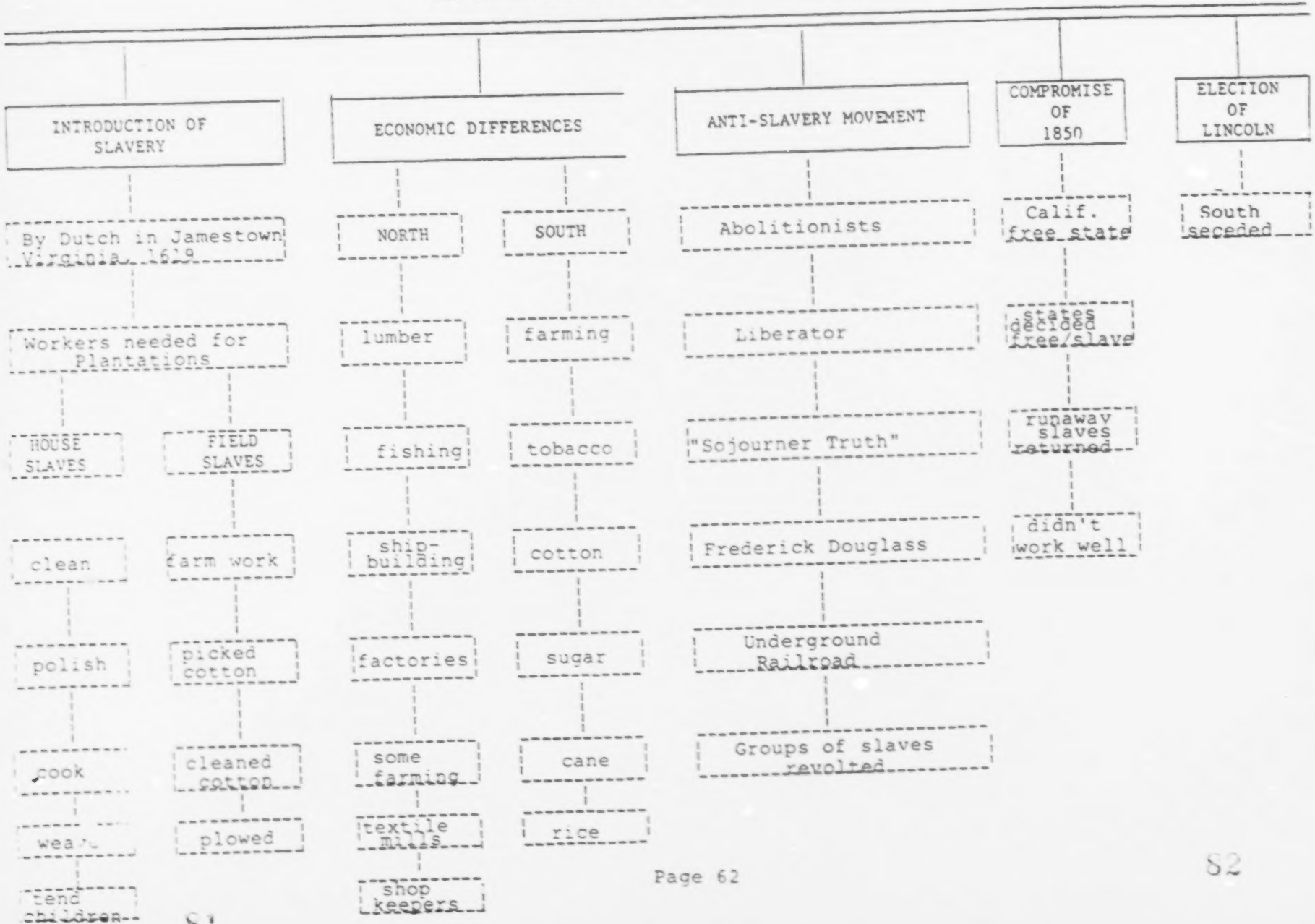
MAPPING


CAUSES OF THE CIVIL WAR
Economic Differences
North
South
Slavery
1619 Jamestown by Dutch
Needed to work on plantations
Election of Lincoln
South Opposed Slavery Issue
Compromise of 1850
Calif. admitted as free state
States to decide Free/Slave
Runaway Slaves to be returned
Didn't work well
Anti Slavery Movement
Caused slaves to revolt
Frederick Douglass
Aboli-tionists
"Sojourner Truth"
Liberator (News papers)


ECONOMIC DIFFERENCES
SLAVERY
ELECTION OF LINCOLN
CAUSES OF THE CIVIL WAR
COMPROMISE OF 1850
ANTI SLAVERY MOVEMENT


CAUSES
OF THE
CIVIL WAR

KEY ISSUES LEADING TO SECESSION OF SOUTH



STRUCTURED OVERVIEW

KEY ISSUES LEADING TO SECESSION OF SOUTH